



Center on
**GREAT TEACHERS
& LEADERS**
at American Institutes for Research ■



Incorporating Social and Personal Competencies into Classroom Instruction and Educator Effectiveness

Module 2: Teacher Language



Importance of Teacher Language

	% Agree
Most of my teachers praise me when I work hard in school	50%
Most of my teachers give me individual attention when I need it	58%
Most of my teachers help me get excited about what I am learning in my classes	39%

Source: Tennessee Department of Education, 2013-14

10 Teaching Practices That Promote SEL



Student-Centered Discipline

Cooperative Learning

Social Teaching Practices



Teacher Language

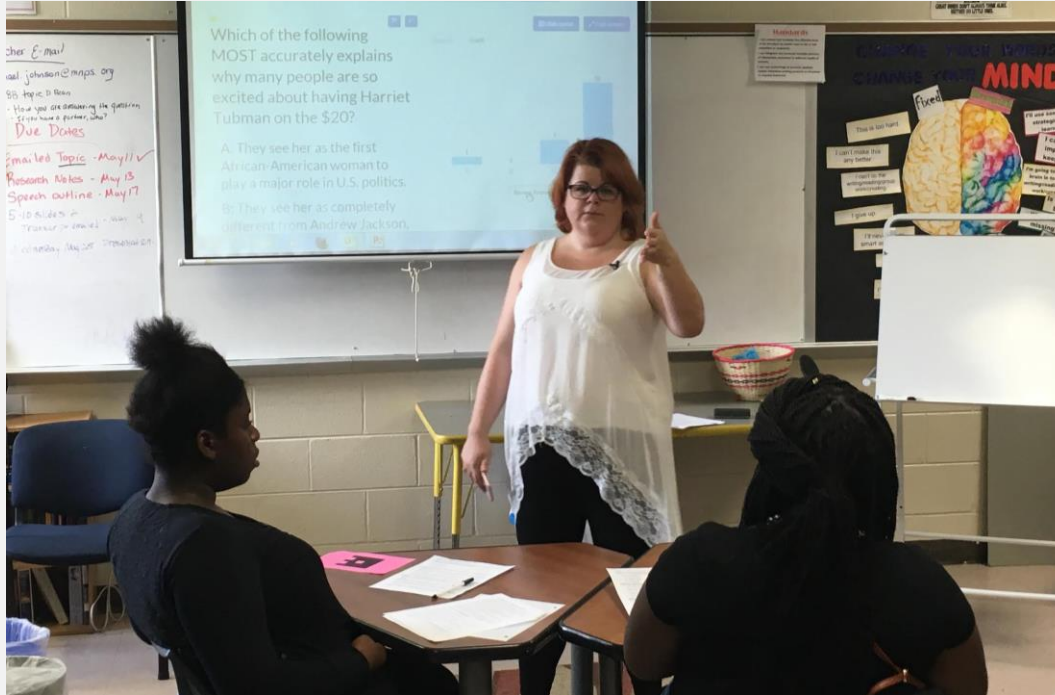
Teacher language refers to how teachers talk to students.

Reflection

tions



Introduction to Teacher Language



Click Here
to download the
handouts for
Module 1.

TN





Objectives for This Module



- Learn how teacher language influences student social, personal, and academic behaviors.
- Understand how types of language are used for different purposes.
- Identify effective teacher language strategies to use in your classroom.
- Develop next steps to implement effective teacher language.





Benefits for Students



Students

- Regulate social, personal, or academic behaviors.
- Increase motivation to improve work habits.
- Modify or exhibit positive behaviors.
- Use positive language.
- Use academic language appropriately.



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Alignment to TEAM Evaluation



1. **Motivating Students**

- The teacher regularly reinforces and rewards effort.

2. **Activities and Materials**

- Activities demand self-direction and self-monitoring.

3. **Academic Feedback**

- Oral and written feedback is consistently academically focused, frequent, high quality, and references expectations.

4. **Expectations**

- Teacher encourages students to learn from mistakes.

5. **Respectful Culture**

- Teacher-student interactions demonstrate caring and respect for one another.



Self-Assessment and Self-Reflection



How well do I implement teacher language?

How do students respond when I implement teacher language?



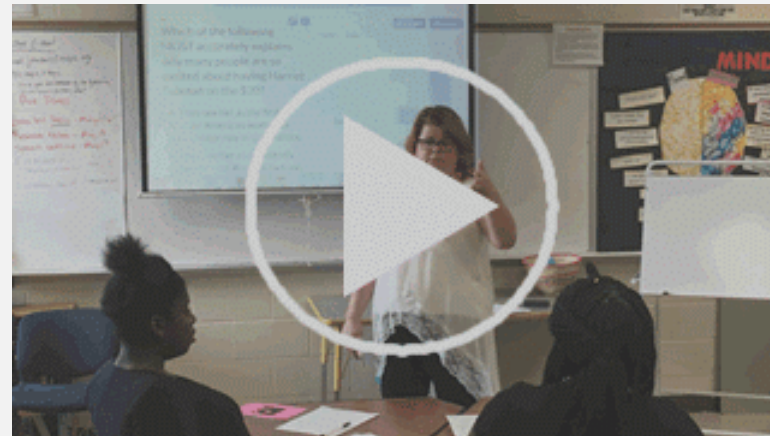
See Handout 1



See It in Action



Elementary Example



Secondary Example



See Handout 2



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Explore Teacher Language



Learn About Teacher Language



Five Core Principles of Teacher Language



1. Be direct and authentic.



2. Convey faith in children's abilities and intentions.



3. Focus on action.



4. Keep it brief.



5. Know when to be silent.

Source: ASCD, 2008



Click to view this source from
ASCD.



Four Types of Teacher Language



1. Reinforcing
2. Reminding
3. Redirecting
4. Reflecting

Source: Denton, 2007



See Handout 3



Reinforcing Language



- Is direct and specific to a time and behavior
- Can be inclusive of the entire class
- Supports student independence
- Builds mastery of positive behaviors
- Avoids “I” messages and judgment

Instead of saying...

“Class you did a great job today.”

Consider saying...

“The class worked really well today in their reading groups. Everyone stayed on task, and completed their assigned role as described.”





Reminding Language



- Helps students to plan and reflect
- Reminds students of what they already know how to do
- Can be proactive or reactive
- Can be a question or a statement
- Is brief
- Occurs when the teacher and students are calm

Instead of saying...

"This is my second time repeating directions. Doesn't anyone listen?"

Consider saying...

"Sam, please help Sue with the directions?"



Redirecting Language



- Occurs when students break a rule
- Is precise and direct
- Incorporates a nonjudgmental tone
- Is stated in a voice of authority

Instead of saying...

“Stephanie, can you turn in your homework?”

Consider saying...

“Stephanie, pass up your homework.”



Reflecting Language



- Stimulates additional thinking
- Facilitates deeper understanding of a topic
- Invites analysis about a product or process
- Focused on the action, not the doer
- Is rigorous

Instead of saying...

"You did a great job on your exam. Keep up the great work!"

Consider saying...

"You did a great job on your exam. What did you do to prepare? How can you use those strategies next time?"



Nonverbal Communication



- Make eye contact.
- Be aware of your facial expressions.
- Pay attention to volume, tone, and speed of your voice.
- Avoid using barriers, be proximal.
- Greet students as they enter the room.
- Place you hand on your chin.
- Observe wait time.





Reflect and Plan for the Future



1. Set realistic expectations.
2. Take small steps.
3. Use aids and prompts.
4. Discuss with your students.
5. Keep with it.



Source: Responsive Classroom, n.d.



See Handout 4



Module Evaluation



For more information, please contact:



Pat Conner
Executive Director
Safe and Supportive Schools
Pat.Conner@tn.gov
(615) 253-0018



Kimberly Daubenspeck
Director
Special Projects
Kimberly.Daubenspeck@tn.gov
(615) 532-0469



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To complete a
short evaluation of
this module.



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